SAFETY

Two Sections · Section One

EDITOR'S NOTEBOOK . . .

The day was nippy, the coffee delicious—and conversation with a good friend in a cozy restaurant seemed especially good. A teacher of first grade in a Chicago elementary school, the friend said to me, "You know—it's the problem children in my class who get the most attention. If Johnny can't behave, or can't catch on to his reading, or causes me undue distress in keeping the class in order—naturally, Johnny gets the most attention. The good little ones, who learn their lessons, sit quietly and cause no disturbance, and *should* be fussed over *because* they are good, sit most of the time unapplauded, doing their work with no publicity, and providing, without realizing it, a solid foundation for the teacher to lean on."

We agreed that that's life. The unruly few get all the attention, and the 98 per cent who grow up in the right path as responsible, alert citizens are often unheralded.

All of which brings me to a point: though we hear so much about juvenile delinquency today that we sometimes feel the entire younger generation must be delinquent, the great percentage of our young people growing up are developing into intelligent, responsible adults with a healthy interest in and enthusiasm for community affairs.

An example of this can be found on pages two, three, four and five of this issue, in twin articles telling of junior safety council organizations in Oklahoma City, Oklahoma, and Cincinnati, Ohio. Though organized differently and at different times, they were both formed with the express purpose of bringing together teen-agers from throughout the city to work jointly on needed community safety projects. We hope you'll enjoy reading of the formation and accomplishments of these two student organizations, get the germ of an idea for organizing a similar group in your town, if there isn't one now.

Examples of other programs which are developing among young people that feeling of responsibility to the community and their neighbors are described on other pages of this issue of SAFETY EDUCATION. Conversely, a program that could do a lot of harm in this respect, in its author's viewpoint, is pinpointed on pages 20 and 21.

May we call your attention to "Facts from *The Fight for Life*," on page 12, an excerpt from the School and College Conference's section of NSC's annual report. Distributed to those who attended the National Safety Congress, it tells of the problem safety educators face today, what those educators, working with NSC, are doing about it.

To you, then, goes this November issue. May it provide real help in your job of developing those citizens who, when adults, will provide a solid support for the community, and indeed the world, to lean on.

BEVERLY THOMPSON

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Teens Are Part of the Answer

The Cincinnati Junior Safety Council . . .

By W. K. Streit
Director
Division of Health and Hygiene
Cincinnati, Ohio, Public Schools

YOUTH is not "going to the dogs." Ninety-eight per cent of our children don't get into any kind of trouble. They are a happy, healthy lot. They know more about themselves and their environment and about the world in general than youth did in grandfather's day. But some of their elders are quick to blame all youth for the acts of a few.

Cincinnati teen-agers smarted under the adverse publicity given all of them by the two per cent who appear in the newspaper headlines. In the fall of 1953, flushed with success over their just-completed eighth annual high school safety institute, some of the student leaders in the Home Safety Division of the Greater Cincinnati Safety Council petitioned Irmagene Holloway, then educational consultant for the Council, to form a youth safety organization which would meet more often than once a year.

Mrs. Holloway discussed the matter with public and parochial school administrators. They promised their support—and the Junior Safety Council was born.

The brake drum of a car is explained for two Cincinnati Junior Safety Council members.

Several meetings were needed to get organized. Then there was a search for things that needed to be done, safety-wise, in Cincinnati—things that a Junior Safety Council, made up entirely of teen-agers, could do. By the end of that school year, when officers were elected, a full head of steam had been developed, and they were ready to go.

The Council's first action of the school year 1954 was to draft a letter of invitation to each of Cincinnati's high school principals, asking them to name two delegates and two alternates as representatives. The response was good; and, with a full membership, the Junior Safety Council was off to a good start on a program which the officers had been planning all summer.

Since then, the Council has worked with two ideas in mind: that young people have a definite part to play in the war against accidents—*all* types of accidents; and that youngsters of today, if they are safety-minded, will be better and more responsible adults of tomorrow.

In planning their program for the year, the Council members strive for three things:

- diversified and interesting meeting places for the monthly session that will tend to induce any reluctant representative to attend.

(Continued on page 4)

Student safety chairmen from 11 Oklahoma City secondary schools are represented on the Oklahoma City All-School Secondary Safety Council.

Two active city-wide secondary school safety councils in far-removed cities, Oklahoma City and Cincinnati, demonstrate that 98 per cent of the teens are interested, responsible, able to do a good job in community safety...

Not All of the Problem in Safety

A project committee of the Oklahoma City Secondary School Safety Council meets.

Oklahoma City All-School Secondary Safety Council . . .

By Lonnie Gilliland, Ed.D.
Director of Safety Education
Oklahoma City, Oklahoma, Public Schools

AFTER seven years of activity, the Oklahoma City All-School Secondary Safety Council has a host of accomplishments to its credit, including a bicycle safety code which has become a city ordinance, a well-established road-eo for teen-age drivers, three annual county-wide teen-age safety conferences and other established safety programs.

It was during the first semester of the school year 1948-1949 that the safety director of the Oklahoma City schools sent an inquiry to the principals of Oklahoma City secondary schools to see if they thought the organizing of an all-school secondary safety council would be a means of interesting high school students in safety education as it related to them. All of them replied in the affirmative, and each suggested the name of a student to represent his school on the council. A meeting date, time and place was decided upon by all concerned—and thus started the very worthwhile student safety organization which has contributed much toward safety in Oklahoma City each year since its beginning.

At the first meeting of the group, general officers were elected. These included a chairman, vice-chairman, secretary and reporter. A regular monthly meeting date, time and place was established. Since then, the students have met regularly, on school time by consent of the principals, at least once a month.

It wasn't long—their second meeting—before the young people decided they wanted to get to work on a project. And, since the organization was city-wide, the project must be city-wide also. Since Oklahoma City had no bicycle code, and one was needed badly, the group chose to write a bicycle code—*if* they could obtain the support of city officials. A committee was appointed to approach the mayor and the city manager for support of the proposed project. When the young people talked to them, the two men agreed not only to support the project; they said they would lend the Council the services of the city attorney in writing the eventual recommendation in legal form.

(Continued on next page)

Oklahoma City Secondary School Safety Council

(Continued from preceding page)

This was the shot in the arm the Council needed. They began work immediately.

First thing needed was research, to determine what provisions should be included in such a code. A research committee was appointed, and instructed to secure copies of bicycle codes from some 50 other cities in or near the same population bracket as Oklahoma City, as well as to get a copy of the Model Bicycle Ordinance. In response to the research committee's appeal, 41 cities sent copies of their bicycle codes.

While the research committee was busy collecting bicycle codes, other members of the organization turned their attention to the establishment of an advisory committee of adults to share in the planning of the code. They chose for representation on their advisory committee the following organizations: the Safety Policies Committee (an all-school teacher committee), the local police department, the local safety council, the Oklahoma City Council of Parents and Teachers, the state department of public safety, the American Red Cross and the head of the delivery service of Western Union.

The research committee had a big job on its hands in culling from the 41 codes they had received the provisions they thought would fit in to a code for Oklahoma City. Once they had finished this job, a series of called meetings—without the advisory group—were scheduled to determine the make-up of the final code. After much work and deliberation on the part of all the students in the Council, the preliminary plan was completed. Then the advisory committee was called in and the recommendations presented to them. During two

Cincinnati Junior Safety Council

(Continued from page 2)

- selection of top men and women from various fields of safety within the area as speakers. Their topics have ranged from "Religion and Safety" to "Recreational Safety" and have covered all phases of the safety program.
- development of various projects. A planning committee meets one week before the regular monthly meeting to work out the agenda and see that details are properly assigned. Adult representatives of the public and parochial school systems attend meetings as advisors, and members of the Cincinnati Safety Council staff also act as consultants for the teen-agers.

One of the first projects of the Junior Safety Council was undertaken in an effort to create greater interest among high school students in home accidents. The home duties, personal and recreational activities of high school students were studied. A complete analysis of the home activities of 946 students was made, indicating where home accidents occur and ways to prevent them. Then a special tabloid section of the Cincinnati Post on home safety was written by members of the Council, printed and distributed to some 60,000 high school students by the Post.

In December, the Junior Safety Council, with the support of the Cincinnati Fire Department, the Chamber of Commerce, the Junior Chamber of Commerce and the Greater Cincinnati Safety Council, initiated a Christmas tree tag safety program. Thirty thousand tags proclaiming the message, "Make Your Holiday Season Safe!" and enumerating safe ways of caring for Christmas trees, were distributed by Junior Safety Council members to potential Christmas tree buyers in market places, schools, churches and homes.

After Christmas, a local morning television show, "Fun 'N Facts," sponsored by the University of Cincinnati, wished to feature a guest from the Junior Safety Council. From then on through July, every Wednesday morning at 7:20 a.m., a Council member appeared before the television cameras to talk about safety.

The Council's Family Scoreboard for Safe Driving gave Cincinnati teen-agers an opportunity to challenge the belief prevalent among adults that teen-agers are always careless drivers. A competition was devised that put safe driving on the basis of family competition. For one month, a record was kept of parking violations, traffic violations, minor and major collisions for Dad, Mother and the teen-agers in the family. Final results were disappointing to the teen-agers—for every two accidents in which their parents were involved, the teens were involved in three accidents.

This year, a second Family Scoreboard for Safe Driving was held, in which teen-agers came out somewhat better. Fifteen schools participated; they reported a total of 3,313 adult and 791 teen records to a central committee. Of

meetings with the advisors, changes and additions were made to the recommendations, and they were finally approved by both groups.

Now it was time to confer with the city attorney in the Council Chambers of Oklahoma City. The session in which the committee prepared a final draft of the Code lasted three hours; in itself, it was an educational experience for the members of the committee. Several of them said, "I learned more about city government this afternoon than ever before!"

The final draft, as written by the city attorney, was taken back to the student safety council and the advisory committee for their approval. The next step was having it placed on the docket of the City Traffic Commission.

At the scheduled time, all members of the student group and the advisory committee met in the City Council chambers to lend their support toward the adoption of the bicycle code by the Traffic Commission. The student chairman of the safety council presented the code to the Traffic Commission. It was accepted with only one minor change and one addition, and a short time later, the City Council accepted the ordinance on the recommendation of the Traffic Commission. It is now in effect in our city.

(Continued on page 38)

A committee of the Oklahoma City Secondary School Safety Council meets to plan their Teen-Age Safety Conference.

these, teens showed they had fewer parking violations (the least damaging violation) than their elders (1.64 per cent for the students against 2.75 per cent for the adults). But in all other categories, the score was slightly ahead for the teens.

Violation	*Teen-Agers*	*Adults*
Moving	14 (1.75%)	53 (1.59%)
Minor collisions	21 (2.52%)	83 (2.47%)
Major collisions	4 (.47%)	13 (.39%)

The 1956 Family Scoreboard, however, showed some improvement over that of the preceding year, and next year will see an even more strenuous campaign.

Other safety programs and projects carried on in Cincinnati that year found willing help in the Junior Safety Council. The members cooperated in the Clean Up Campaign of the Chamber of Commerce, and in the "Fly a Kite Safely" program of the Cincinnati Safety Council.

One of the most unique developments last year was a well-conceived 40-minute program consisting of a safety play, short talks, a movie and question period presented to eight elementary schools by a team of nine Council members.

The play was written to appeal to intermediate grade youngsters. The seven short talks covered traffic, home, playground, water, vacation, school and fire safety. The movie dealt with bicycle safety.

After the movie, the pupils in the audience were asked questions about what they had seen. Correct answers were rewarded with safety stickers and red and green lollipops. All the children were given pamphlets on bicycle safety. The response was so enthusiastic that the Council is planning to extend this activity this year, and more high schools will be asked to contact the elementary schools in their neighborhood.

An outgrowth of the activities of the Junior Safety Council has been the formation of local safety councils in a number of the high schools represented. Some of these councils have separate status; others are committees of the school student council. Council members have been given suggestions and help in the promotion of safety programs in their local schools, such as:

- Discuss with your homeroom teacher, student council sponsor or principal the need for the school to have a definite safety program.
- Bring the safety idea into prominence in the school by means of special programs in the assembly.
- Take appropriate action to establish the Junior Safety Council as an active, recognized student organization.
- Place the accent on safety demonstrations, rather than on safety talks.
- Make posters and display these in various parts of the school.
- Suggest staggering the school dismissal so as to prevent overcrowding of the street in front of the building.
- Organize a program which will increase the safety and courtesy of the students in public and private transportation.

(Continued on page 38)

What's Your Safety I. Q.?

This test will rate any misconceptions you have about safety. Take it, as some 4,000 fifth and sixth graders have done, see where your safety learning would place you if a dangerous situation came up . . .

SELF QUIZ OF SAFETY KNOWLEDGE

Check in the appropriate column your belief as to the truth of each

	True	False	Sometimes True
1. More children 5 to 14 years of age die as a result of accidents than from any other cause.			
2. The only good way to help a drowning person is to jump in the water and save him.			
3. It is usually safe to go in swimming alone if you know how to swim.			
4. Oil, grease, gas fires should be put out with water.			
5. A bullet cannot go off unless fired by a gun.			
6. If your clothing catches fire, always run for water.			
7. Bicycle riders should ride on the left hand side of the road to be safe.			
8. It is all right to point a gun at someone if you are sure that it is not loaded.			
9. A person always comes up to the top of the water three times before he drowns.			
10. It is safe to cross the street without looking when the traffic light is yellow and red.			
11. Dynamite caps are safe unless fastened to a fuse.			
12. It is safe to cross the street without looking when the traffic light is red.			
13. Throwing oil or gasoline on a slow fire is wise.			
14. Bicycle riders don't have to obey traffic lights.			
15. Touching a light switch or light chain with wet hands is not dangerous.			
16. When you are riding a bicycle you never have to use hand signals.			
17. If you meet a dog that frightens you, it is always best to start running.			
18. It is safe to cross the street without looking when the traffic light is green.			
19. People have accidents when their "number" is up.			

MISCONCEPTIONS about safety can cause injury or death. On these pages is a test designed to measure your safety preparedness. It places any misconceptions you may have into one of four categories—extremely harmful, very harmful, moderately, or slightly harmful.

Take out your pencil and mark down your answers to these questions. Then turn to page 39 and see how 2,210 fifth graders and 1,881 sixth graders answered them.

These pupils were given the test in a research study on the prevalence of health and safety misconceptions among fifth and sixth grade children. Their answers may be very surprising to adults.

By Joseph G. Dzenowagis
Associate Professor
Michigan State University
East Lansing, Michigan

Do your pupils have similar misconceptions? It is important for you to know, in order to direct your safety teachings into areas where they're needed most. Copies of this test may be ordered from the School and College Division.

	True	False	Sometimes True
20. Throwing a person into deep water is a good way to teach him to swim.			
21. The eyes are made stronger looking at the sun.			
22. When you are swimming, it is a good joke to call for help when you don't need it.			
23. Bicycle riders should always keep to the right.			
24. The best way to get a tan is to sleep in the sun.			
25. It is impossible for a person with cramps to swim.			
26. Clear, cold spring water is safe to drink.			
27. People should walk on the right hand side of the road if there are no sidewalks.			
28. It is always safe to drink water which has just been taken from a well or spring.			
29. A good safety rule for bicycle riders is: "Ride on the sidewalk as much as possible."			
30. Most accidents cannot be prevented.			
31. Looking into the sun never hurts your eyes.			
32. The best place for shelter, during a thunderstorm is under a tree.			
33. Almost as many fatal accidents happen in the home as on the highway.			
34. Wearing sunglasses will give your eyes complete protection from the sun.			
35. You can always tell if a dog is friendly.			
36. Sunburns are harmless even when they hurt.			
37. Wire or tinsel string should not be used on kites.			
38. Using a toothpick is the best way to get things from between your teeth.			
39. Most dogs do not remember people who were mean to them.			
40. Friday the Thirteenth is an unlucky day.			

in driver education programs . . .

Should the State Foot the Bill?

JOSEPH INTORRE
Administrative Assistant
Institute of Public Safety
The Pennsylvania State University
University Park, Pennsylvania

I FEEL that driver education must have state financial support. Many local districts are unable to support the program without state aid because of inadequate economic resources. Since the traffic accident problem is not purely a local one, the states should help their communities in trying to solve it.

I feel this way for several reasons. First of all, the states are better able to obtain funds for this purpose. Secondly, drivers get into trouble away from home as well as near their home communities. Communities that need to improve most are doing the least about it.

It would be preferable to have this course financed by regular school funds, if feasible. However, since most states have not been able to finance driver education in this manner, it has been necessary to obtain help from other sources. *The schools, however, should conduct the program.*

An example of this type of plan is the one used in Pennsylvania. The legislature has made it possible for two dollars to be added to the learner's permit fee. The income from this additional fee is turned over to the Department of Public Instruction to cover the cost of fuel, oil, storage, insurance, maintenance and special equipment for driver education.

In order to receive this special reimbursement, the school must offer a course that meets requirements set up by the Department of Public Instruction.

ERIC H. JOHNSON
Director
Illinois Curriculum Program
Office of the Superintendent of Public Instruction
Urbana, Illinois

Education has always been faced with problems when changes in the school program are proposed. Rapid changes are difficult to make—there are forces that resist additions to the program, and other forces that resist deletions.

There is no point in questioning whether or not safety educators have made tremendous strides toward securing acceptance of driver education as a part of the secondary school curriculum. The evidence of this trend is clear.

Is it possible that *special* state support for the further development of the driver education program might divide rather than unite the school program? Any individual with a strong interest in any subject area in the secondary school can make a strong case for his subject area needing special financial support.

Parts of a program are strengthened when adequate support is secured for the total program. Driver education can be strengthened through broad support as well as through special support. It is questionable whether or not individuals interested in a portion of the school program are justified in seeking special support simply because they feel they could get it.

How consistent is the idea of special support for a special cause with current trends in financing public education? Special support would call for earmarking of funds, and these funds could then be expended only for the purpose indicated. This would restrict the freedom a local board of education would have to

The pros and cons of securing state financial support for driver education are today being debated by interested educators across the land. Here is what seven leading driver educators think about a controversial subject. . . .

expend the state funds where there is the greatest local need. Such a course would have a final effect of removing a portion of the control a local board exercises over its system. While such a situation might be tolerated for a short time, it does not appear consistent with the long-range control of education.

A lot of evidence can be cited to illustrate the effectiveness of driver education programs. If more support is needed, would it not be wise to continue to push for this support across-the-board and then depend upon the merit of driver education to secure a fair share of the total for its support and development?●

FORREST GAINES
Supervisor of Safety Education
Louisiana Department of Education
Baton Rouge, Louisiana

Driver education is being given increased impetus throughout the nation as one of the most logical long-range attacks on traffic accidents. With our traffic problems becoming more complex each day, and the traffic accident problem approaching a national disaster, something drastic must be done at once to saturate the driving population of our nation with properly trained drivers. Through our high schools we can reach several million new drivers annually, and through these young drivers we can reach members of their families with the importance of courteous, considerate and safe driving.

If current projections of increased school enrollments are true, the task that lies before education is of the greatest magnitude. The financial structure of the educational program is different in various states, and it is quite possible that some schools *can* provide driver education, without state aid, for all students as they reach driving age. In other states, the program will suffer because adequate special financial aid is not available. In each state the responsible persons must evaluate present programs in the light of how well they are meeting student needs.

Financial aid to driver education is new in Louisiana, but it has already given a clear indication that it is the "shot in the arm" needed to assist in making driver education available to a larger number of students. We believe that it will demonstrate its value even more as we gain more experience in this field of education●

CHARLES LEMMEL
Supervisor of Driver Education
Department of Public Instruction
Dover, Delaware

It appears to me that, although driver education may progress somewhat over its present status without state financial support, in order to make any substantial advance, state financial assistance is essential. If driver education is of educational value and should become an integral part of the curriculum, let's give it the financial support that other aspects of our educational program are receiving.

Here in Delaware, driver education was on a year-to-year basis until the state legislature in 1947 appropriated funds to the State Board of Education to operate the program.

Until the legislature made its initial appropriation for driver education, funds to operate the program had to be raised each year by the Delaware Safety Council, the state highway department, and the various school districts desiring to have a course. The uncertainty as to the amount that could be raised each year made the outlook for driver education very doubtful.

With the advent of state funds, driver education has expanded from a doubtful future in 1946, when only four teachers were employed throughout the state, to the present fifteen full-time teachers and a supervisor carrying on the program in all of the public high schools of the state. I doubt very much that progress such as this could have been accomplished in Delaware without state support●

DAVID H. SAHLER
Director of Driver Education
Hinds County Schools
Jackson, Mississippi

Approximately 50 per cent of the high schools in the United States today have a driver education course. Some states have state financial support. In these states, almost all of the high schools give driver education, while in other states the percentage of schools offering driver education is as low as three per cent.

Many schools have no program at all because lack of funds keeps them from providing teachers who are adequately trained, while others combine driver education with other subjects, such as physical education or industrial arts. In some small schools, the administrator teaches it.

(Continued on next page)

Esther Ramacher, driver education teacher at Porterville High School, Porterville, California, explains the correct use of the hydraulic jack to one of her pupils. Should driving courses such as this be financed through earmarked state funds?

in driver education . . .

Should the State Foot the Bill?

(Continued from preceding page)

This type of program cannot progress in a satisfactory manner because the teacher often lets his other duties overshadow driver education.

Some localities require no special courses for driver education teachers, and the requirements in others range from two to eighteen college credit hour courses. Driver education should be taught by qualified teachers with special training in the field of driver education.

With state aid, schools throughout the country will be able to hire full-time driver education teachers. With higher standards required, colleges will find it necessary to offer a major in the field of safety education in order to supply the demand for more teachers who are thoroughly trained in this specialized field●

ORAL W. SPURGEON
Director of Supervision
State Department of Education
Jefferson City, Missouri

Money to finance high school programs in driver education should be a part of, and come from the same source as, funds provided for the whole school program. If the state is assuming its share of financing the total school program, schools will provide courses in driver education at an increasing rate, and part of the state funds will pay for driver education.

In Missouri, the driver education program has grown from a meagre beginning in 1946-47 to where it is being taught to about 40 per cent of the public school pupils reaching legal driving age.

During the past year, the state adopted a new program for financing driver education. This program is equalizing educational opportunities by equalizing state aid to districts, as well as putting more money into nearly all districts that are satisfactory administrative units.

As a result of this extra money for financing the total school program, many schools are adding driver education to their programs for the 1956-57 school year. From all indications, the program will be offered in schools enrolling about 80 per cent of the public high school students, with approximately 50 per cent of the students reaching legal driving age being enrolled in the course. This growth is taking place even though the state has not financed the new program in full during the first two years. We believe this increased enrollment in driver education will continue, reaching a larger percentage of high school students as soon as the new program is financed in full.

Once the state assumes its full share of the responsibility of financing public education under our new law, which is expected in the 1957-58 school year, the two major problems will be in finding qualified teachers and further informing the school administrators as to the need for driver education as well as the values of driver education for secondary school youth●

J. DUKE ELKOW
Professor
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Brooklyn College
Brooklyn, New York

Driver education has reached a cut-off point on financial support in many areas. It has been accepted as an essential phase of general education in the school program. It is but a question of time when other areas will no longer need or desire direct state or private support. Many states make appropriations directly from vehicle registration fees, license fees and traffic fines. Such state funds are holding up the baby (driver education) until responsible adults (school administrators) accept it fully as a vital inclusion of the school program to be supported by general education funds.

In some states, quantity and not quality of driver education has been bought by special types of financial support for driver education. It would be far better for a state to increase general education funds from state moneys rather than to support one phase of education from special funds often at the expense of other essential school services.

So long as driver education continues to receive special financial privileges through unique

(Continued on page 39)

"I always stand up in my daddy's car when's he driving," Willie declared. This is how his first grade classmates taught William wiser ways.

Project:
Wiser Ways for William

By Judith Mann
First Grade Teacher
Bowles School
Springfield, Massachusetts

"I ALWAYS stand up in my daddy's car when he's driving, and I never fall!" said William.

We were having a discussion on safety rules at the time—the first grade at Samuel Bowles School and I—and William's clear, clarion voice caroled through the room. There was a short silence, and then the air was filled with the voices of the children, each of them telling me their opinion of the wisdom of William's statement.

Here was a real need—and an opportunity—for a safety lesson. I asked, "How can we find out what would happen if some one were standing up and the car came to a sudden stop?"

There were many suggestions.

"Let's ask a sixth grader."

"Let's look in some books."

"Let's ask Sergeant Murphy."

Glen said, "Let's have an experiment. Let's have a car that stops suddenly."

For each suggestion, a committee was formed. Before long, the entire class was busily engaged on the new project.

A sixth grade safety patrol was invited by one committee chairman to speak to the class about riding to school on the bus. In his little talk, he told the children that bus drivers are very insistent that everyone be seated while the bus is moving. He explained that the reason for this is that bus drivers have seen too many children get hurt—and that everyone is anxious that children at Bowles School are not injured.

The book committee visited the branch library, and, with the help of the librarian, selected many books which they arranged later in a safety display in the classroom. These children were eager to tell the class of their experiences at the library and to read the safety stories aloud to their classmates.

A third group reviewed a visit with Sergeant Albert Murphy, a member of the Springfield Police Department in charge of school safety, by drawing pictures for the class bulletin board. Their pictures reminded the class that, according to Officer Murphy, everyone should sit down whenever they are in the car, and no one should annoy the driver.

(Continued on page 24)

For left: Ready for the "experiment" are the "runway," the dolls, the one standing doll and the wagon. Left: Experiment was successful. The doll who was standing lies crumpled on the board, having fallen out of the wagon on the slanted runway.

SCHOOL traffic safety programs in 46 states and 1,198 cities were analyzed in the Annual Inventory of Traffic Safety Activities during 1955. The programs were compared against stated standards set up by the Inventory Advisory Committee of educators and traffic authorities nationwide, reports on how programs rated and how they could be improved were sent to each city, discussed personally with educators and others in meetings in many of the cities.

FIGURES for 1954 indicate that safety education in the nation's high schools must be proving effective. Deaths from accidents in the 15 to 19-year-old age group were down 550 *from those of the preceding year. In 1953, 6,000 15-to-19 year-olds died in accidents. In 1954, the number of deaths stood at 5,450. No figures are available for 1955 because the age group for which current information is collected is 15 to 24 years. Data for the 15-19 age group are limited to those published by the National Office of Vital Statistics.*

SCHOOL busses plying the nation's highways and back roads were involved in 1,125 accidents in 1955, according to reports from 36 states. Injuries in these accidents were suffered by 1,306 pupils, and eighteen children were killed—seventeen of them just before boarding or after alighting from the bus. The National Safety Council's *School Bus Supervisor,* a monthly newsletter on school bus driving safety which began publication this year, now has a circulation of 4,250 supervisors throughout the nation. Two states, Indiana and West Virginia, and individual counties in 12 other states have subscribed to the Council's complete transportation service for school bus drivers and supervisors. In process by the School Transportation Committee: an investigation of overloading, a study of the value of seat belts in a school bus.

BEING developed by the School Plant Planning Committee is a non-technical school plant inspection form for use by school people in checking for hazards in their school buildings. The committee completed in 1956 a statement of the "Responsibility for Provision of A Safe School Environment" which was adopted in principle by the National Council on School House Construction and by the Association of School Business Officials.

facts from the Fight for

If you would like to read about NSC activities in other phases of the safety effort, order your free copy of *The Fight for Life* today from the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.

The *Fight for Life*, annual report of activities of the National Safety Council during the past year, was distributed to those who attended the National Safety Congress in October. On these pages are excerpts from the School and College section of the publication. . . .

ANSWERS to 6,000 individual inquiries of a technical nature about school safety problems were made by mail by the staff of the School and College Division in Chicago during 1955. Some 20,000 general inquiries, which also arrived through the mail, were also answered. About 1,000 school people visited the office for private consultation and assistance with their safety programs. But members of the staff also traveled out of Chicago for a total of 243 days, to 66 cities in 25 states. Continued professional relations were carried on with the National Congress of Parent-Teachers Associations, the National Congress of Colored Parent-Teacher Associations, the American Council on Education and the National Society for the Prevention of Blindness as well as a number of other national organizations.

ACCIDENTAL deaths in the 5- to 14-year age bracket were up 200 during 1955, indicating that safety education work is still needed desperately among children of this age. The rate of 20 deaths per 100,000 children in this age group is almost unchanged from 1954. Total number of children five-to-fourteen years old who met death accidentally during 1955: 6,150.

A STATEMENT of what youth deserves and has a right to expect regarding safety education and safe school environment, the *Safety Charter for Children and Youth*, developed by the Safety Education Supervisors Section, has been ratified by ten national organizations, published in four national magazines. Some 4,650 copies of the *Charter* have been distributed. Work of the Safety Education Supervisors Section in process: a job analysis for safety supervisors, personnel standards for state and county supervisors, a study of fire safety education problems, their statuses and goals.

Life

By Bryan E. Burgin
Assistant District Game Protector
New York State Conservation Department
Margaretville, New York

"Train Them to Shoot..."

said New York legislators, passing a law requiring an examination for hunting license applicants under 16. Here is how conservation men, schools, sportsmen cooperated to put a worthwhile program into action . . .

YOUV'E all seen the headlines that mark this time of the year—the headlines that tell the tragic tale of inexpert fingers on the trigger, of innocent people shot and killed by guns aimed at moving "animals" in the brush, or at onlookers watching while a loaded gun is "cleaned." Often these accidents are caused by youthful hunters who have never learned how to handle a gun properly.

If hunters were trained, if certain requirements of gun handling and hunting techniques were learned before the issuance of a state license to any youth, some of these tragic accidents could be avoided, reasoned the New York State legislature in 1949, when that body passed a law requiring firearms safety training as a requirement for any hunting license issued to anyone under the age of sixteen. Beginning that year, all youngsters between the ages of 14 and 15 were permitted to hunt *when accompanied by a parent,* only after demonstrating to a *qualified* instructor that they knew how to handle firearms safely and conduct themselves in a responsible manner while hunting.

So began a pioneer program which, by the end of 1955, has provided firearms safety and hunting courtesy instruction to more than 125,000 minors in the state of New York; a program in which school teachers and administrators have taken an active part by volunteering as firearms instructors, opening their schools after school hours to this specialized training.

The hunter training program is a major responsibility of the New York State Conservation Department. During that first year, the department's game protectors served as instructors. But law enforcement and other field duties limited the time they had available for such training, and they were overwhelmed by the demand. The result was a change in the law, which authorized the National Rifle Association to certify civilian instructors for the program. Another change in the law required *all new hunters between the ages of 14 and 21* to complete the course before purchasing a hunting license. This made the instruction problem an even greater one.

Instructors were recruited from schools, sportsmen's organizations, service and veterans' groups and the general public. Many school teachers volunteered their time and services to teach these youths to hunt safely.

More than 300 central and high schools cooperated in the program by making the training available after school hours as an extra-curricular activity. Scores of other schools permit the use of class rooms and other facilities when the school is not in use. A few colleges and technical schools are also giving the course.

The hunter training course, of four hours duration, covers firearm safety at all times, good hunting practices, courtesy to other hunters and to the land-owner on whose property the hunter must seek his game. At the conclusion of the course, the student fires 15 rounds from a .22 rifle or shotgun and is given an examination.

Those who pass are given the certificate necessary to purchase their first license.

(An insurance policy covering all instructors and students in case of an accident during the training program has been taken out by the Conservation Department. The policy provides a maximum of $300,000 for personal injury or death, and $50,000 for property damage.)

Results of the hunter training program have been outstanding. In the six-year period ending in 1955, instructors reported more than 125,000 minors trained.

Less than 100 youngsters who have taken the training have been involved in accidents. During the same years, an unknown number of untrained minors purchased licenses illegally. Nearly 200 of these were involved in accidents.

What of the future? Can New York expect volunteers to continue to carry the burden? Should the age limit be removed and the law require *all* new hunters to be trained?

Whatever the outcome, 2,000 volunteer instrutors in all parts of the state are doing their best to train these youngsters to hunt●

Playground Surfacing

safety education data sheet number 74

By Mary Ann Raywid
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Evanston, Illinois

and Philip Fox
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GROWING school enrollments, combined with extended community use of school facilities, means that increasing numbers of people will be using the school playground and playing field. Day-to-day experience and recent research point out some guides for surfacing these play areas, which will enhance the safety of all who use them.

Accident Statistics

1. Of all the school jurisdiction accidents reported to the National Safety Council for the 1953-54 school year, 49 per cent occurred on school grounds. It is impossible to state what proportion of the resulting injuries can be attributed to surfacing. But it is equally impossible to assume that the surface on which the injury occurred can be excluded as a factor in the severity of almost any single case.

2. It is difficult to ascertain whether an injury from a fall might have been more or less severe had the victim landed on another surface, and experimentation is, of course, limited largely to analyses of mishaps occurring on various surfaces. But tests indicating the resiliency of one substance, and the lack of "give" in another, lead to the conclusion that surfacing is an important factor in accident severity.

Criteria for a Satisfactory Surface

3. No matter what surface is selected for a given play area, it should have the following construction and maintenance features:

a. The surfacing material selected for a given area should be adaptable to the

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Playground Surfacing

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purpose for which the area is to be used. Different surfacing materials are needed for different activities. Hence, in view of the differences in recreational and physical education activities at various age levels, the surfacing most appropriate for the high school differs from that of an elementary school playground.

b. The surface must be constructed so as to provide for adequate drainage. Surface drainage can be accomplished through grading: a two per cent grade on a non-paved surface and a five-tenths per cent grade on a paved surface are considered optimum. A slope exceeding three or four per cent may cause eroding of an unpaved surface, and result in excessive dust. Of course, all surfaces depend a great deal on sub-surface structure. Not only climatic differences but different subsoils make it necessary to put in surfaces carefully.

4. Provision for underground drainage is also necessary in connection with many surfaces. A subsoil, if porous, and drain tile, facilitate underground drainage.

a. The surface must be well cared for so that
   (1) It is smooth and free from ruts or bumps
   (2) It is free from dangerous debris, such as bits of glass and metal
   (3) It is kept clean from substances causing the surface to be slick
   (4) It is apportioned and clearly marked to indicate playing fields and danger areas near games and equipment.
   (5) It is free from mud
   (6) It is free from excessive dust

Asphalt

5. Asphalt is probably the most widely used surfacing material on play areas. It is used as a surface, as a sub-surface over which is laid a material of greater resiliency, or, in some forms, as a base over which is then laid a sub-surface and a surface.

6. As a surface, asphalt commonly is laid to a rolled depth of several inches, over a sub-surface and a levelling base or course. Emulsified asphalt or asphaltic concrete is sometimes used in the sub-surface over which the final surfacing is laid.

7. Thought by many to be the most ideal general-purpose surfacing yet devised for playgrounds, the common blacktop surface has many advantages. It is durable and maintenance is comparatively inexpensive. If laid properly and water-tight, the surface is firm, dust-free, drains quickly and well, and usually non-abrasive.

8. Major disadvantages are initial surfacing costs, and, according to some, a lack of resiliency. However, construction costs can often be reduced through the use of stabilized soil as a base for the surface. Even in localities where soil properties preclude this saving, initial construction costs may be offset by the low maintenance costs involved in caring for the finished surface.

9. The charge has been made that blacktop surfacing contributes to the severity of playground injuries. The difficulty of analyzing and, particularly, of comparing even as few as two accidents producing like injuries, makes such a conclusion highly tentative—at least until detailed records involving considerable accident experience can be compared. It *is* true, however, that common asphalt surfacing lacks the resiliency attained with a rubberized or cork-aggregate surface.

10. Under conditions of extreme heat, some softening of the asphalt surface may occur. And if it is flooded for ice skating in extremely cold weather, the surface may suffer unless it is watertight.

11. Asphalt surfacing has been widely applied because of its general utility. It is recommended for areas of intensive and year-round usage. As a surface for general play areas, it is widely used on elementary school playgrounds, but is particularly suitable for low-organized games. The fact that asphalt surfacing can be marked with a comparatively high degree of permanency should be viewed as an important contribution to the safety of those using the play area.

12. Cement, as contrasted with asphaltic concrete, is rarely used as a surface for the entire playground.

13. The excessive initial cost of concrete surfacing is a major disadvantage. This expense is balanced, however, by the low cost of maintenance. A cement concrete surface has drainage properties, its comparative evenness and smoothness irrespective of extreme temperatures.

14. Its hardness and lack of resiliency, however, greatly curtail the general utility of concrete surfacing. To the degree that lack of resiliency is a factor in accident severity, the use of cement concrete must be limited.

Natural Soils

15. A 1952 survey showed earth to be the most widely used surfacing under apparatus, in public parks and playgrounds. Both as a surface under apparatus and as a general surface, it is used more often for economy rather than choice.

16. The obvious advantage of using an earth surface—i.e., adding no surfacing material—is economy. This savings is not permanent, however, because maintenance costs are likely to be high; plain dirt, as a surface for a frequently-used play area, lacks durability and smoothness, is often beset with drainage difficulties, and becomes rutted.

17. Other disadvantages in the use of an earth surface are dust—which may be combatted through calcium chloride or other chemical or oil treatment—and such health problems as tetanus, ringworm, and various infections.

18. In general, natural soil is either subject to excessive dust or to dampness. The sandier the soil, the more subject it is to dust. On the other hand, soil with a high clay content dries very slowly and should not be used when muddy.

19. In many localities, shortcomings of the natural soil are overcome through the addition of sand or clay. For example, to a sandy loam, which has the advantage of resiliency but is subject to dust in dry weather, a carefully determined proportion of clay may be added.

Sand-Clay

20. Because of cheapness and widespread availability, a sand-clay mixture is sometimes used as a surfacing material, under apparatus, on ball diamonds, tennis courts, etc. Such a mixture is subject to the over-all shortcomings of its two components.

21. Although initial costs are comparatively low, considerable maintenance effort is necessary to overcome the effects of rain, or to combat dust. In addition, sand-clay mixtures have been found to cause considerable wear on shoes, clothes, and athletic equipment. The mixture does not provide a surface of much resiliency, is somewhat abrasive, may introduce drainage problems, and presents a problem in maintaining cleanliness.

22. Sand-clay is sometimes combined with crushed stone to form a surfacing material. Disadvantages include a lack of resiliency, or firmness, and of smoothness—leading to a lack of general utility.

Tanbark and Similar Material

23. Under certain types of apparatus, from which falling or jumping may be frequent, it is particularly desirable to have a resilient surface. Spent bark or tanbark, sawdust, shavings, and in some areas, straw or grain husks, are often used to provide this resiliency. Such surfacing material is often placed under horizontal bars and ladders, slides, and climbing structures.

24. When used as a surface under apparatus, tanbark is mixed with sand: 80 per cent tanbark and 20 per cent sand are the usual proportions. A mixture of equal amounts of coarse sawdust and sand provides a frequently used substitute for tanbark surfacing. Used under apparatus, both the tanbark and the sawdust mixtures should be four to six inches deep.

25. The materials listed in this section are available at low cost in many parts of the country. Installation is not expensive, usually involving only the cost of providing a curbing, or digging out a shallow pit for the surfacing material.

26. Maintenance needs, however, are constant. The filling should be kept loose and level, and must be supplemented frequently—especially is this true when there is no curbing. Sub-soil drainage is important, as dampness tends to pack the surfacing mixtures and reduce or eliminate resiliency. Keeping the mixture clean requires considerable maintenance effort. Tanbark, in particular, is hard to keep clean. It is thought by many, however, to be more easily maintained than sawdust mixtures.

27. Turf is generally thought to be the most ideal surface for a playing area. Prohibitive maintenance features make it practical, however, only for limited areas such as those devoted to contact sports—where a high degree of resiliency of the surface is essential.

28. In addition to resiliency, turf offers the advantages of being dust-free, not subject to heat effects, and non-abrasive. It causes less

(Continued on next page)

Playground Surfacing

(Continued from preceding page)

wear on clothes and equipment than any other surface.

29. The disadvantages of turf include a fairly high initial cost, and excessive maintenance. A turf surface is not durable nor firm, and may offer drainage problems.

30. Although its resilient properties would make turf ideal for use under apparatus, it is impossible to maintain a turf surface on areas of intensive usage. The surface is usually unsuitable for use during periods of thaw, or after rain. In addition, it is necessary that a turf surface be given periods of rest, when it can be restored. The climate and maintenance limitations on its utility preclude using turf for the entire playground.

Stabilized Soils

31. Where turf is impractical or cannot be grown, the natural soil can be stabilized for the same type of general use for which turf is desirable. Of course, stabilized soil surfaces do not have the resiliency of turf.

32. Asphalt, resin, and cement are the three soil stabilizing materials most widely used as binders for natural soils. They are either applied directly to the loosened soil, or are thoroughly mixed with it and the mixture is then spread. The resulting surface may then be used as is, or may serve as a sub-surface for a layer of a more resilient surfacing material.

Composition Surfaces

33. In the search for playground surfacing material which would satisfy all of the general criteria listed in paragraph three, a number of composition surfaces have been devised, and many are now being marketed. A major aim in the application of these surfaces has been to add to the advantageous features of asphalt surfacing, a greater resiliency.

34. Many of these composition surfaces are laid on an asphalt base or consist of an asphalt mixture. Cork-asphalt and rubber-asphalt are being used increasingly to surface playgrounds. Other materials designed, usually in combination with asphalt, to provide increased resiliency are rubber, cork tile, and sponge. In the search for better surfacing material, a balance must be obtained between resiliency and firmness.

35. These composition surfaces, like the older types, must be laid over a base. In many instances they are being applied to re-surface existing surfaces.

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Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Moor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety on Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

How does a school say "well done" for exceptional work in safety? At McKinley Vocational in Buffalo, New York, they . . .

Say It With A Letter

By Irvin Frawley
Student Secretary

and Henry C. Napier
Faculty Adviser
McKinley Vocational High School
Buffalo, New York

AT McKINLEY Vocational High in Buffalo, New York, major school letters are given not only for athletic achievement—but for exceptional service in school safety, too!

For many years, members of the Safety Committee of the Student Council were awarded the letter of the school Student Council at the end of the year. But last year, as a result of a suggestion by the chairman of our school awards committee, a specially-designed letter was made up for the safety committee.

In order to achieve this major safety letter, a student must have been

- a safety supervisor for one full year;
- a member of the safety committee for two years and attended 75 per cent of the meetings; or have
- served one year of exceptionally distinguished service as a Safety Monitor.

Let's look at these requirements one by one to see how outstanding a student must be before he is awarded a letter in safety.

If he deserves it for being a safety supervisor, it means he has been elected for this post for a period of one term in one of the shops, morning or afternoon, by the Safety Committee. Each term, the Committee selects a safety supervisor and a secretary for each of the shops to see that safe methods are followed by fellow shop students, to supervise safety in the class.

The shop class students themselves have a voice in the safety picture by electing a safety "engineer." This post is held for a year. When his year is over, the engineer is eligible to run for a second term. If he is not elected in his second year, the boy can volunteer for service as a Safety Monitor for his last two years.

Presented with a major letter for safety by Principal Ferd E. Kamprath, right, is student Irvin Frawley. Safety Committee adviser Henry C. Napier stands at left.

Safety Monitors, excused from classes two or three minutes early, are assigned at crucial points near stairways, in hallways and at the entrance to the cafeteria to keep order, prevent careless, unsafe acts and act as a general restraining influence on too-boisterous activities. He can be easily spotted—he wears the traditional Safety Committee arm band, orange with black lettering (the school colors). Safety supervisors have arm bands which are black with orange lettering.

An attempt is made to award major letters to boys when they are in their junior year. Then, if they continue service in their senior year, they receive a bronze pin for two years of meritorious service, a silver pin for two years of exceptionally distinguished service.

Good safety work is as worthwhile as any other activity in high school, and at McKinley the yearly safety awards are highly prized.

Faculty advisers to the Safety Committee during the past five years have been Henry C. Napier and Benedict D'Arcangelo●

How Your School Can Help "Back The Attack"

A PROGRAM designed not only to increase individual attention to proper driving attitudes but to engender public support and cooperation for traffic safety activities is the National Safety Council's Back the Attack on Traffic Accidents campaign.

This special campaign will get underway in December, with the emphasis that month on improving individual attitudes toward driving safety. It will continue throughout next year, with the main theme being to get the public to understand the traffic problem and to back efforts for a competent job of community traffic agencies.

"Back the Attack" can be an effective vehicle for providing school students with an opportunity to get behind traffic safety, to learn more about community organizations, to acquire an understanding of the forces of law and order that exist within the community. Important points to stress are speed, a factor in approximately 85 per cent of 564 traffic deaths last Christmas week-end (there were 609 deaths in all) and pedestrian safety (pedestrian deaths totalled 128, with 36 per cent of them occurring between four p.m. and midnight.)

Your student safety council should have a lot of ideas on how "Back the Attack" can be applied to your school. Here are a few additional suggestions:

For secondary schools:

- Conduct an all-school campaign during December to improve individual attitudes about driving and walking safely;
- Conduct a campaign in the high school newspaper, with editorials on safe driving and walking, quotes from local authorities on the need for traffic safety;
- Schedule a talk by a traffic official at an assembly;

For elementary schools:

- Emphasize pedestrian rules strongly, especially those to be used in twilight and darkness, bad weather conditions.
- Show movies on safety in traffic●

The author feels that student safety courts bring out more "ham" than help, are frequently educative towards the very results we are trying to guard against. He asks . . .

Are Student

THE pros and cons of the student safety court have been debated in educational circles for many years. This discussion has not resulted in any extensive use of the courts, however, as a valuable adjunct to teaching and administering the constantly improving safety program. Some school systems are still using student safety courts, as I found in a recent reading of a state educational journal, and I should like to open discussion of the student safety court's usefulness by marshalling all the arguments I know against it and waiting for the mail to see if I can be convinced that a student court:

- effectively eliminates unsafe practices,
- educates for safety as well as admonishes, and
- contributes to the positive personality development of the child.

The "ham" in all of us responds to the histrionics of the courtroom, but the appeal of the courtroom can produce *concurrent learnings* which are not educationally desirable. The appeal of drama can effectively remind pupils to do away with unsafe practices and provide a philosophy of safety to meet every emergency of daily living, but it can also be associated in the mind of a defendant with humiliation before one's peers, arrogance based on usurped authority, and a drying up, before nurture, of the "milk" which "tempers justice with mercy."

Thus, concomitant learnings can easily override the desirable primary learning and reduce a well-conceived safety message to resentment about "bossism," unfair charges and humiliation,

Courts Really Worthwhile?

a message never planned by the teacher but often more educating than the planned outcome.

My feelings about this come very largely from the photographs illustrating the article on student courts. In the pictures of judge, jury, defendant, policeman and the convicted safety offender in the lonesome classroom after school, I see not justice but inhumanity; not education but degradation. I believe such a courtroom genders more personality hurts than it does safety education, and I feel that safety supervisors, school administrators and classroom teachers ought to weigh the consequences of the student court very carefully before it is embraced as effective safety education in any particular school.

DO YOU

agree with author French? Or do you feel that student safety courts have a definite, valuable place in the school safety set-up? *Safety Education* and the author would like your opinions, will publish them in a future issue of the magazine. Send letters to The Editor, SAFETY EDUCATION, NSC.

Let us analyze what probably is taught to each of the participants in a classroom court. Take the defendant. It is extremely hard for him (as it is for adults) to accept a social interpretation of an individual action. What is obviously social good to the objective observer is not always accepted as good to the person involved. He believes in safety in general but not always in practice—his practice, that is. In many cases, he feels this way: "Oh well, no one is going to suffer from my little corner cutting!" As we all know, such lack of concern is a basis for many, many accidents.

Therefore it seems clear that our classroom defendant needs *instruction* and *reminder* and *group guidance* in recognizing the unsocial consequences of his safety lapses. In the courtroom under consideration, none of these needs seems to be served; he is only shamed, reprimanded and ridiculed. In my estimation, he *could not learn* safety lessons under these conditions; he *could* learn instead to rationalize his safety malpractices as being unworthy of the punishment he received.

In the same manner, the judge learned arrogance, puritanical and inflexible judgment, not social understanding. This is the aspect in which student safety courts have least appeal.

Judicial temperament is not given to the young, nor to all adults. It is learned and learned with difficulty in our sophisticated society. How, then, can a child begin to use the understanding, foresight and critical analysis so necessary to make a decision which balances the needs and rights of the defendant against the legitimate demands of society? A judge *or a teacher* needs a full awareness of the complete psychological and social aspects of any offense against safe living before he, as an adult, tries to find the best educational and personality-respecting solution for it.

And so on through student policemen, jurors and spectators in a student safety court, one finds too many youngsters making judgments with too few experiences and understanding on hand. The results are negative attitudes and disrespect for courts and court procedures. They produce either blind obedience and admiration for many undemocratic procedures or sullen resentment of judicial proceedings.

On neither of these bases can teachers develop the individual skill the child needs to cooperate with his classmates in building their own understanding of safety together.

How accurate are these descriptions of the real meanings of the student safety court? It would be stimulating to hear the reactions of those who find the courts useful and those who deplore their use. What guidance for safety educators can we get through your comments?●

By Charles A. French

Staff Representative

Safety Education Supervisors Section

School and College Division

National Safety Council

The Strange Adventure of

There around Christopher were Mr. Groggins, Mrs. Nicodemus, Tommy Squire, Mr. Squiggs, Dr. Sprout and his nurse.

Christopher Cheesemore

MR. Christopher Charlemagne Cheesemore was six years old. He was in a hurry. Mr. Christopher Charlemagne Cheesemore was always in a hurry. If he went upstairs, he ran. If he came downstairs, he ran. Mr. Christopher Charlemagne Cheesemore hurried all of the time.

Christopher's mother would say, "Christopher Charlemagne Cheesemore, you hurry too much." But Christopher would only laugh and think that his mother was very silly.

Christopher Charlemagne Cheesemore often went to the store for his mother and she always said, "Christopher, don't run so hard. Stop and watch the traffic and be sure there are no cars coming."

Christopher would say, "Surely, Mother," and then he would scurry away.

Now one day, as was his custom, Mr. Christopher went scampering off to the store for his mother.

When Mr. Christopher Cheesemore reached Main Street, did he look north?

No! He did not!
Did he look south?
No! He did not.
Did he look east?
No! He did not.
Did he look west?
No! He did not.

Mr. Christopher Charlemagne Cheesemore was in such a hurry that he didn't look where he was going, and he ran right across Main Street.

All of a sudden, scurrying Mr. Christopher Charlemagne Cheesemore heard *Screech, Screech, Screech!*

And *there* lay Mr. Christopher Charlemagne Cheesemore.

This enjoyable little story was written by a mother, is designed to be read aloud with dramatic touches in voice inflection, facial expression. In reading it to the children, keep in mind that the story has a moral; use it as the "capstone."

Poor old Mr. Groggins, the milk man, was out of his car in a hurry.

Dear Mrs. Nicodemus excitedly called to Tommy Squire, the patrolman, who told Mr. Quiggs, the groceryman, who called Dr. Sprout who told his nurse to follow him. And there around Christopher Charlemagne Cheesemore were Mr. Groggins, Mrs. Nicodemus, Tommy Squire, Mr. Quiggs, Dr. Sprout and his nurse.

Mr. Christopher Charlemagne Cheesemore opened one eye.

Mr. Christopher Charlemagne Cheesemore opened the other eye.

He could see!

Mr. Christopher Charlemagne Cheesemore raised one leg.

Mr. Christopher Charlemagne Cheesemore raised the other leg.

He could move his legs!

Mr. Christopher Charlemagne Cheesemore moved one arm.

Mr. Christopher Charlemagne Cheesemore moved the other arm.

He could move his arms!

Mr. Christopher Charlemagne Cheesemore turned his head right.

Mr. Christopher Charlemagne Cheesemore turned his head left.

Mr. Christopher Charlemagne Cheesemore raised his head.

His head would turn!

Kindly Dr. Sprout said, "Mr. Christopher Charlemagne Cheesemore, did you look east?"

"No, Dr. Sprout."

"Mr. Christopher Charlemagne Cheesemore, did you look west?"

"No, Dr. Sprout."

"Mr. Christopher Charlemagne Cheesemore, did you look north?"

"No, Dr. Sprout."

"Mr. Christopher Charlemagne Cheesemore, did you look south?"

"No, Dr. Sprout."

"Well, Mr. Cheesemore, will you look east next time?"

"Yes, Dr. Sprout."

"Will you look west next time?"

"Yes, Dr. Sprout."

"Will you look north and south?"

"Oh yes, Dr. Sprout. Yes, I will."

"You are a very lucky boy," said Mr. Groggins, the milkman.

"You are a very lucky boy," said Mrs. Nicodemus.

"You are a very lucky boy," said young Tommy Squire, the patrolman.

"You are a very lucky boy," said Mr. Quiggs, the grocery man.

"You are a very lucky boy," said Dr. Sprout.

"You are a very lucky boy," said Dr. Sprout's nurse.

"Now," said Dr. Sprout, "get up, and I will take you home, but stop hurrying all the time. Don't ever run across a street, never, never, never, and always look before you cross. Look east; look west; look north; look south and then walk across."

"Yes, sir, Dr. Sprout. Yes, sir, forever and ever," said Mr. Christopher Charlemagne Cheesemore●

by Mrs. Ruth H. Norris
Chatham, New Jersey

Views AND REVIEWS

By Nancy Blitzen, Editor, National Directory of Safety Films, National Safety Council

A FILM for use in the classroom or for showing to PTA's is the New Hampshire Fish and Game Department's *Tomorrow We Hunt.* This production, in color, tells how the action of a group of parents, with the cooperation of the school, starts a community rifle safety program. The enthusiasm of one student who sees such a program in action in another community starts the ball rolling. Regular instruction sessions are started in the school; a rifle safety inspection is conducted by the state fish and game department; a rifle range is built under the supervision of responsible adults, and the entire community participates safely in a sport which can be so enjoyable if common sense care is used. For those communities where hunting areas abound and a shooting accident problem exists, this film would be most useful.

Prints are available for a small service charge from the New Hampshire Fish and Game Department, 34 Bridge Street, Concord, New Hampshire. The film runs 13½ minutes and has been cleared for television. Prints are also available for purchase.

Filmstrip House has released a new production entitled *Fire—A Dangerous Friend.* A 35-frame color filmstrip, it takes the viewer on a tour of an average American home and grounds, pointing out the chief danger spots where fire can start. Instructions on emergency fire fighting are given. The filmstrip is for elementary school level. It may be obtained for purchase from Filmstrip House, 347 Madison Avenue, New York 17, N. Y.

The source number and availability code 135-c can be added to the following films in the 1957 National Directory of Safety Films: *Survival Under Atomic Attack, It's Wanton Murder, You Bet Your Life* (page N-41, section 65), *Dangerous Playground, Watch Your Step, Chain Reaction, Play It Safe, One Ounce of Safety, The Long Way Home from School, Danger Is Your Companion, Use Your Head, A Closed Book, Maintenance of Way Mishaps, The Voice of the Book, Miracle in Paradise Valley* and *Escape from Limbo.* All of these films have been added to the loan library of the Denver & Rio Grande Western Railroad Company.

Wiser Ways for William

(Continued from page 11)

Another group presented a novel idea in proving how dangerous it is to stand up in a moving car or bus. A small, wooden toy wagon and six dolls were brought from home. Two wooden planks from the kindergarten were also used. The six dolls, identical in size and weight, were put into the wagon, one of them in a standing position. With the planks resting on a book shelf to make a "hill," the experiment was ready.

The class gathered round, and William rolled the wagon down the "hill." The doll that was standing fell out of the wagon. The other dolls, seated, remained in their seats. The same results occurred when the children rolled the wagon along a flat surface and stopped it abruptly. The standing doll always "got hurt."

After many trials with the wagon and the dolls, the children concluded that standing in a car is not very safe.

These children not only learned safety, but also they learned to work cooperatively on a specific problem, to do some critical thinking, and to bring their activities to a successful conclusion. They evaluated their work in terms of the information available on a definite problem. They learned that the library is a source of information as well as a place for recreational books. (The class was amazed that each book had a number and a place on a library shelf, just as they had a house and street number!) They showed their respect for the judgment and guidance of the safety patrol by inviting a member of the patrol to speak to them.

Many areas of the curriculum were developed. Reading, oral language, writing and drawing were involved. Academic work improved as the children worked diligently to present their information to their classmates and visitors. They grew in social skills—cooperating, sharing ideas and materials and respecting the rights of others.

And they learned that safety is everybody's business; and that safe thinking makes happier boys and girls●

Parents ~~WANT~~, *demand* a WELL EQUIPPED Safety Patrol . . .

That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

SAFETY PATROL EQUIPMENT CHECK LIST

Belts	Raincoats	Corporal Digbys
Caps, Helmets	Capes	Trafficones
Badges	Caution Flags	School Warning Signs
Arm Brassards	Merit Awards	Traffic Control Signs
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It's actually easy to save—when you buy Series E Savings Bonds through the Payroll Savings Plan. Once you've signed up at your pay office, your saving is done *for you*. The Bonds you receive pay good interest—3% a year, compounded half-yearly when held to maturity. And the longer you hold them, the better your return. Even after maturity, they go on earning 10 years more. So hold on to your Bonds! Join Payroll Savings today—or buy Bonds where you bank.

Safe as America—
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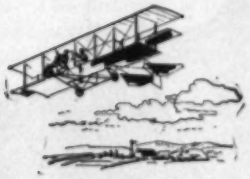
The bride wore goggles



ON OCTOBER 26, 1912, an ungainly biplane swooped into a Michigan pasture like an overfed duck and promptly nosed over on its back. Its contents proved to be a teen-age couple who got married as soon as they regained consciousness.

This was the world's first aerial elopement.

Art Smith, the groom, happened to have one of the country's few flying machines because he had built it, with his own hands, at age 15. And his parents had mortgaged their home to finance him. Their pride helped carry him through years of failure to soaring success as a famous early stunt flyer.

But he didn't remain a barnstormer long. In 1917 his pioneering skill was needed to train our World War I pilots. Then came America's first air-mail service. And again, Art helped break the way—though it eventually cost him his life.

As American as Tom Swift, Art Smith was the farseeing and confident son of a country that has always produced far more than her share of sure-footed visionaries. That's a good thing to know, especially if you've been putting some money into this country's Savings Bonds.

U. S. Savings Bonds aren't backed by gold or silver alone. They are backed by the character and abilities of 165 million Americans. That's why they're one of the world's greatest investments. Buy them regularly—and hold on to them!

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Lower Elementary

safety lesson

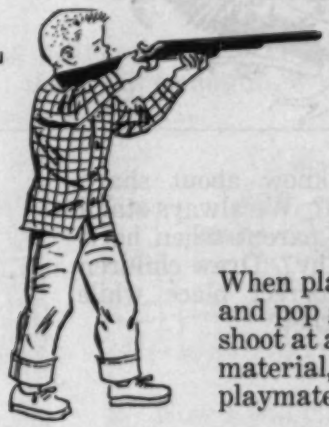
Sketch S-0865-A

Keeping Our Toys in the Right Place

1

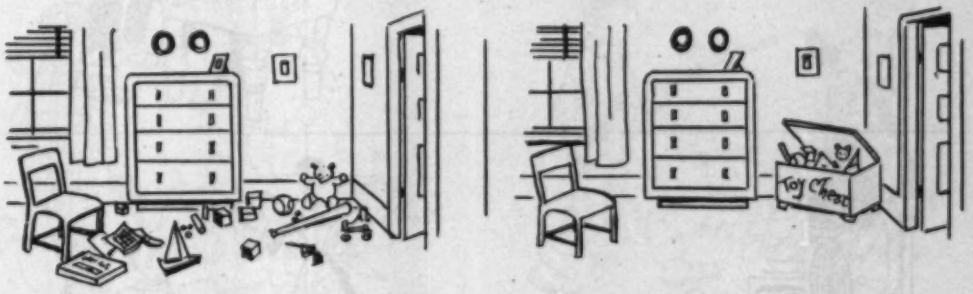
When playing with toy guns, we point them in the air, never at our playmates or others. Why?

2



When playing with air rifles and pop guns, write why we shoot at a fixed target of soft material, away from our playmates.

3 Circle the right storage place for the toys when we have finished playing with them. Mark out the wrong place.



4 Which is more fun and safer? Circle the correct picture, and mark out the wrong one. Write the reason for your answer.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

We feed the turkey when a grown person is around. Tell our reason for doing this. Draw yourself and a grown-up feeding the turkey.

What should we know about sharp knives and hatchets? We always stand to one side of our parent when he is using a hatchet. Why? Draw children standing in the correct place while Daddy uses the hatchet.

He played with a sharp knife and a hatchet. He is having turkey soup. Show what happened to the boy after he played with a sharp knife.

These children didn't play with sharp knives. They are having turkey dinner with the rest of their family.

Sketch S-0865-A

NOVEMBER 1956

Upper Elementary

safety lesson

When We Go Hunting

What's wrong with the following pictures or statements? Draw the pictures or correct the statements so that there will be nothing wrong with them.

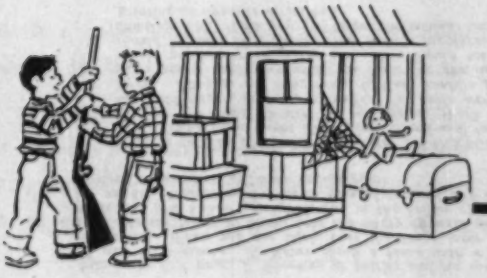
(Answers at bottom of next page)

1. Watch me hit this bottle!

2. Now I will climb over. You *need not* hold my gun.

3. Slip off your safety. I hear something!

4. We will have to walk single file here.



5. Here's Grandpa's old gun. Let's take it and go hunting. He won't care.

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Getting Ready for Thanksgiving

1. Name some important things to remember when using a hatchet to chop wood or to kill the turkey._____

2. When cracking nuts with a hammer, what do we remember?_____

3. When using a nut pick, what do we remember?_____

4. When using sharp knives for peeling apples or other foods, what must we remember?_____

5. After Thanksgiving dinner, some of us may play with B.B. guns. What do we remember when we play with these?_____

6. Why are cap guns and pistols dangerous? _____

7. Johnny sees a small, shiny, cylinder-like object out on the new road cut through Grandmother's farm. What should he do? Why should he be careful?_____

8. In the afternoon, the men and boys want to go hunting a few miles away. How should they place their guns in the car? How should they take them from the car? When should they load them?_____

9. Where should their emptied shell vests be hung when they return home?

_____

10. If a gun fails to fire, what should you do? _____

11. In what position should two hunters walk when they are walking in the woods?_____

(Answers below)

Some Things To Do

1. Find more information about blasting caps—how to identify them and what you should do about them.

2. Make some safety rules concerning cap pistols, B.B. guns, .22 rifles and shot guns.

3. Make some safety rules concerning use of hatchets, hammers, nut picks and knives.

Answers to first page: 1. Shooting at bottles and tin cans is very dangerous. Glass splinters, bullets may ricochet off and hit someone. 2. Never climb a fence with a gun in your hand. Break guns and give yours to your companion. When you are safely over the fence, your companion passes the guns over the fence to you before he climbs the fence. 3. Never take the safety off until you raise the gun to your shoulder to fire. 4. When walking single file, first hunter carries his gun in the hollow of his arm pointed forward and down. Second hunter carries his on his shoulder with muzzle pointed upward and backward. 5. Never use an old, rusty gun for hunting. Modern ammunition will blow up old guns.

Answers to GETTING READY FOR THANKSGIVING: 1. See that no one is standing in front of you. Flying chips might strike him. Stand well to one side and back of the person using the hatchet. 2. Nuts slip easily. Watch out for fingers. Work away from yourself. 3. Cut away from you. 4. Do not hold fingers in front of knife. Put knife away in a safe place after using it. 5. Shoot at fixed target. BB guns are dangerous. 6. Caps contain powder which can burn or blind. 7. Do not handle it. Point it out to an adult. 8. Take the gun apart or carry it in a case in the car. Loaded guns should not be carried in the car. They should not be loaded until you leave the car to hunt. 9. They should be hung in a closet, away from a fireplace, heater, register or any kind of heat and away from children. 10. Hold gun on target 20 seconds without opening action. 11. Side by side, with guns pointing in opposite directions.

NOVEMBER 1956

Junior High School

SAFETY LESSON

Sketch S-4806-A

Firearms

Check the Poster

The boy in the poster picture has made certain that he *knows* what he is shooting at and that no other hunter is close by the target. Not everyone is that careful. Approximately 2,300 people are killed each year by firearms and additional thousands are injured. Perhaps some of you consider yourselves firearm experts. Test your knowledge by answering the questions listed below.

Gun Safety

1. Would people in town be safe if you, at a distance of 5,000 feet, shot your .22 cal. rifle toward town? _____ Why? _____

2. Why does a shotgun shell shoot forward and not explode backwards or in all directions? _____

3. Which has a longer range, a shotgun or a rifle? _____ Why? _____

4. Should girls have a knowledge of firearms even though they may not like to hunt? _____ Why? _____

5. If a bullet misfires, what safety precaution should be taken and why? _____

6. Why is it unsafe to carry both 20 gauge and 12 gauge shells in your pocket when hunting with a 12 gauge shotgun? _____

7. Is it true that shooting a rifle at objects on a lake is safe because water "absorbs" a bullet? _____ Why? _____

8. Describe at least two ways in which a bullet or shotgun shell may be discharged other than in a gun.

A. _____

B. _____

9. What safety precaution should be taken other than "breaking" the gun to see if a cartridge is in it before you put it away? _____

10. Why is it unsafe to carry loaded guns in an automobile? _____

Score Yourselves

Using a class member as discussion chairman, discuss the correct answers to the foregoing questions. After the answers have been decided upon, each student should correct his paper. Each question counts ten points. Appoint a student to figure the class average and also to point out the range of scores. No names should be mentioned. After this is done, discuss once again the answer to question four.

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Increase Your Knowledge

Read the article in *Life* magazine, March 26, 1956, starting on page 131. Discuss your reactions to such a training program. Check on places that might provide you with additional information about firearm safety. Use the skills you have learned in school to help you gain further information. For example:

English — Write letters to such places as sporting goods manufacturers for material on gun safety. Ask the National Rifle Association and the National Safety Council for additional information. Be specific and clear as to what you're after.

Do some library research on gun safety.

Prepare some skits or short talks on firearms safety to be given before the class.

Social Studies—Check on the firearms laws and hunting laws in your state. Should these laws be revised? What state governmental agencies deal with hunting regulations?

Mathematics—Prepare a statistical analysis of how many people are killed and injured by firearms in your area. Use bar graphs to show the picture more clearly. Indicate whether or not there is a percentage gain in firearms accidents. Post the graph showing the most revealing statistics so that all can see it.

Science—Prepare a chart showing how a bullet or shell explodes. Explain how heat can cause shells to explode. List the scientific causes of gun accidents. Show the increasing "span" of shotgun pellets. Illustrate how the elevation of a gun affects the distance a bullet will travel.

Check Your Mathematics

Listed in the next column, according to animal hunted, are casualty figures for a three year period as collected by the National Rifle Association. Figure the per cent for each classification. Round off each per cent to the nearest hundred. If it figures less than one-half of one per cent, put a dash in the space.

	Total	*Per Cent*
Deer	801	
Rabbit	723	
Pheasant	576	
Squirrel	291	
Duck	233	
Quail	230	
Woodchuck	55	
Crow	45	
Dove	42	
Elk	28	
Bear	18	
Turkey	16	
Raccoon	15	
Antelope	5	
Moose	2	
Total	3080	100%

Analyze the Table

Discuss the completed table above. What are some of the possible reasons for the greatest percentage of hunters being killed while hunting deer—both from a mathematics standpoint and from a safety standpoint? Should you feel fairly safe when hunting antelope or moose? Why or why not?

At the beginning of this unit, it was indicated that about 2,300 people are killed annually by firearms accidents. Yet the table above shows a total of 3,080 casualties for a *three*-year period. Is this a mathematical error, or can it be explained?

Answers:

Gun Safety: 1. No—a .22 cal. bullet will travel a mile. 2. The powder is *behind* the shot and the barrel of the gun provides direction. 3. Rifle—the rifling and the single piece of lead give greater distance. 4. Yes—as housewives they will store guns and ammunition. 5. Hold it on target for at least 20 seconds and then point gun toward ground and remove bullet. 6. In the excitement of seeing game you may drop a 20 gauge shell in the barrel—it will go in beyond the breech—and then put in a 12 gauge shell. When you shoot, the gun will explode. 7. No—bullets will ricochet. 8. By heat and by jarring. 9. Look through the barrel too. 10. A sudden jolt may discharge the bullet.

Check Your Mathematics: 26%, 23%, 19%, 9%, 8%, 8%, 2%, 1%, 1%, 1%, .5%, .5%, .5%, —, —.

Analyze the Table—More hunters may be hunting deer and a deer is a large animal which may be more readily mistaken for a human whereas a quail or a duck would not.

Not all casualties result from hunting. Handling firearms, target shooting, and cleaning guns also contribute to the casualty list.

Senior High School

SAFETY LESSON

Sketch S-0866-A

FIREARMS

Seasonal Reading?

Gordon Mundorff, 16, Montbrook, was reported in fair condition in a Jacksonville hospital today from a bullet wound inflicted accidentally while he was on a hunting trip yesterday.

Mundorff and his brother had gone on a hunting trip in a pickup truck. They carried two .22 rifles and a shotgun. About 8:30 a.m., Mundorff jumped into the truck with his brother and, backing it up, ran into a fence. The jolt caused a rifle held by his brother to hit the seat, and the gun fired, the bullet hitting Mundorff in the neck causing a spinal cord injury.

* * *

Isaac Tracey Jones died late Friday afternoon after he accidentally shot himself while hunting rats. Investigating officers surmised that Jones had been loading the gun and inadvertently discharged it while holding the weapon close to his chest.

* * *

A murder charge against Pleamon Newbern, accused of fatally shooting a tavern customer, was reduced to manslaughter yesterday. Newbern was showing a new pistol to E. A. Peer and was twirling it on his finger when it discharged. Peer was shot in the chest.

* * *

Robert Castleberry, 18, Bell, California, said a .22 caliber rifle fell from a trailer and discharged accidentally. Later while driving home, he said, ". . . my hip felt funny." Upon investigation, he found a suspender button smashed and a .22 bullet in his pocket. He was only slightly bruised.

Read and *Think!*

The accidents described are actual accounts taken from newspapers. Gun accidents occur in many places, at different times, and with a variety of guns. But there is one thing common to *all* the accidents—*negligence!* This is the month when the hunting season gets underway. Be careful! You may think you know all about guns and safety rules—but so did the people in the foregoing newspaper accounts.

If you think you know something about gun safety, list ten safety rules for firearms in the following spaces. Then match your rules with the *Ten Commandments of Firearm Safety* by the Sporting Arms and Ammunition Manufacturer's Institute listed on the back page of this lesson.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Check the Casualties

Appoint a bulletin board committee to bring in clippings from periodicals on gun accidents. Check the cause of the accident and determine which "commandment" was broken. Keep a daily tally for the first month of hunting season. Write an account of your study and include the "Ten Commandments" in a feature story for your school or town newspaper.

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Total	3080	100%

Analyze the Table

Discuss the completed table above. What are some of the possible reasons for the greatest percentage of hunters being killed while hunting deer—both from a mathematics standpoint and from a safety standpoint? Should you feel fairly safe when hunting antelope or moose? Why or why not?

At the beginning of this unit, it was indicated that about 2,300 people are killed annually by firearms accidents. Yet the table above shows a total of 3,080 casualties for a *three*-year period. Is this a mathematical error, or can it be explained?

Answers:

Gun Safety: 1. No—a .22 cal. bullet will travel a mile. 2. The powder is *behind* the shot and the barrel of the gun provides direction. 3. Rifle—the rifling and the single piece of lead give greater distance. 4. Yes—as housewives they will store guns and ammunition. 5. Hold it on target for at least 20 seconds and then point gun toward ground and remove bullet. 6. In the excitement of seeing game you may drop a 20 gauge shell in the barrel—it will go in beyond the breech—and then put in a 12 gauge shell. When you shoot, the gun will explode. 7. No—bullets will ricochet. 8. By heat and by jarring. 9. Look through the barrel too. 10. A sudden jolt may discharge the bullet.

Check Your Mathematics: 26%, 23%, 19%, 9%, 8%, 8%, 2%, 1%, 1%, 1%, .5%, .5%, .5%, —, —.

Analyze the Table—More hunters may be hunting deer and a deer is a large animal which may be more readily mistaken for a human whereas a quail or a duck would not.

Not all casualties result from hunting. Handling firearms, target shooting, and cleaning guns also contribute to the casualty list.

NOVEMBER 1956

Senior High School

SAFETY LESSON

Sketch S-0866-A

FIREARMS

Seasonal Reading?

Gordon Mundorff, 16, Montbrook, was reported in fair condition in a Jacksonville hospital today from a bullet wound inflicted accidentally while he was on a hunting trip yesterday.

Mundorff and his brother had gone on a hunting trip in a pickup truck. They carried two .22 rifles and a shotgun. About 8:30 a.m., Mundorff jumped into the truck with his brother and, backing it up, ran into a fence. The jolt caused a rifle held by his brother to hit the seat, and the gun fired, the bullet hitting Mundorff in the neck causing a spinal cord injury.

* * *

Isaac Tracey Jones died late Friday afternoon after he accidentally shot himself while hunting rats. Investigating officers surmised that Jones had been loading the gun and inadvertently discharged it while holding the weapon close to his chest.

* * *

A murder charge against Pleamon Newbern, accused of fatally shooting a tavern customer, was reduced to manslaughter yesterday. Newbern was showing a new pistol to E. A. Peer and was twirling it on his finger when it discharged. Peer was shot in the chest.

* * *

Robert Castleberry, 18, Bell, California, said a .22 caliber rifle fell from a trailer and discharged accidentally. Later while driving home, he said, ". . . my hip felt funny." Upon investigation, he found a suspender button smashed and a .22 bullet in his pocket. He was only slightly bruised.

Read and *Think!*

The accidents described are actual accounts taken from newspapers. Gun accidents occur in many places, at different times, and with a variety of guns. But there is one thing common to *all* the accidents—*negligence!* This is the month when the hunting season gets underway. Be careful! You may think you know all about guns and safety rules—but so did the people in the foregoing newspaper accounts.

If you think you know something about gun safety, list ten safety rules for firearms in the following spaces. Then match your rules with the *Ten Commandments of Firearm Safety* by the Sporting Arms and Ammunition Manufacturer's Institute listed on the back page of this lesson.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Check the Casualties

Appoint a bulletin board committee to bring in clippings from periodicals on gun accidents. Check the cause of the accident and determine which "commandment" was broken. Keep a daily tally for the first month of hunting season. Write an account of your study and include the "Ten Commandments" in a feature story for your school or town newspaper.

Prepared by Dr. Vincent McGuire, Associate Professor, Continuing Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

Find the Errors

Despite the fact that you may have all the necessary knowledge of gun safety, the knowledge is useless if you are not alert enough to apply it. Shown below are six situations that have one or two safety errors each. The people in the pictures probably know better, but are not alert enough or have become too excited to apply their knowledge. Write in the safety violations you see.

A

1. _____
2. _____

B

1. _____
2. _____

C

1. _____
2. _____

D

1. _____
2. _____

E

1. _____
2. _____

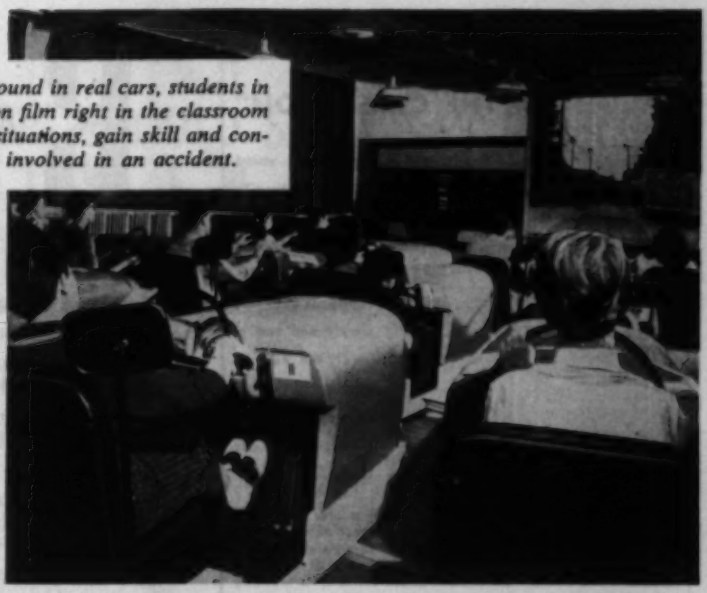
See answers to these situations below.

Picture answers: (A) Hunter pointing gun at himself. Second hunter pointing gun at first hunter. Guns should be unloaded. (B) Deer carried in wrong fashion. Second gun carried incorrectly. Always make noise when bringing in a deer so other hunters won't shoot at you. (C) Shooting toward house. This should never be done. (D) A gun should never be placed within reach of a child. It is not a plaything. (E) Don't use your gun for a club, it might go off. Second hunter might, in excitement, shoot first hunter.

The Ten Commandments of Safety

(Sporting Arms and Ammunition Manufacturers' Institute)

1. Treat every gun with the respect due a loaded gun. This is the first rule of gun safety.
2. Guns carried into camp or home, or when otherwise not in use, must always be unloaded, and taken down or have actions open; guns always should be carried in cases to the shooting area.
3. Always be sure barrel and action are clear of obstructions, and that you have only ammunition of the proper size for the gun you are carrying. Remove oil and grease from chamber before firing.
4. Always carry your gun so that you can control the direction of the muzzle, even if you stumble.
5. Be sure of your target before you pull the trigger; know the identifying features of the game you intend to hunt.
6. Never point a gun at anything you do not want to shoot; avoid all horseplay while handling a gun.
7. Unattended guns should be unloaded; guns and ammunition should be stored separately beyond reach of children and careless adults.
8. Never climb a tree or fence or jump a ditch with a loaded gun; never pull a gun toward you by the muzzle.
9. Never shoot a bullet at a flat, hard surface or the surface of water; when at target practice, be sure your backstop is adequate.
10. Avoid alcoholic drinks before or during shooting.



Using instruments and controls found in real cars, students in the Ætna Drivotrainer meet — on film right in the classroom — a wide variety of emergency situations, gain skill and confidence with no danger of being involved in an accident.

Now— train more student drivers

with no increase in staff... and at lower cost per pupil with

THE ÆTNA DRIVOTRAINER

The demand for driver training in high schools is continually increasing — in some states has been made mandatory. Educators planning expanded driver training programs face critical problems in high costs and lack of available teachers.

A growing number of schools has found the answer in the Ætna Drivotrainer. Because it brings behind-the-wheel training right into the classroom, the Drivotrainer makes it possible for a typical school (see box at right) to train up to 50% more students without increase in staff — and at a substantial saving in cost per pupil.

Better Attitudes

Equally important is the fact — demonstrated in controlled research studies — that Drivotrainer instruction has proved to be superior in developing good driving attitudes. And it provides the one completely safe way to give actual practice in meeting road emergencies without any risk of accident.

For more detailed information on the Ætna Drivotrainer — and copies of the studies made by the Los Angeles City School Safety Section and Iowa State Teachers College, just fill in and mail the coupon at right.

A COMPARISON

In a typical school, with a 180-day year, following recommendations of the National Conference on Driver Education for 6 clock hours of on-the-road training.		When 12 clock hours in a 10-place Drivotrainer are substituted for 3 of the 6 hours of on-the-road practice.*
4	Teachers Required	4
4	Practice Cars	3
—	Drivotrainer	10-place
400	Students Trained per year	600
$21,600	Annual Cost**	$22,950
$54.00	Cost Per Student	$38.25

*Many leading insurance companies now permit the substitution of Drivotrainer instruction for on-the-road training on this basis to qualify for automobile insurance rate reductions.

**Includes maintenance of cars and Drivotrainer, and amortization of cost of Drivotrainer on a 10-year basis.

Public Education Department SE-6
Ætna Casualty and Surety Company
Hartford 15, Connecticut

Please send me a copy of the Condensed Report on the Los Angeles and Iowa Studies and additional information on the Drivotrainer.

*Name*_____

*Title*_____

*Address*_____

*City*_____ *State*_____

ÆTNA CASUALTY
AND SURETY COMPANY
Affiliated with Ætna Life Insurance Company
Hartford, Connecticut

"PARKING IS NOW TAUGHT IN THE CLASSROOM"

A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

16 mm Sound - $50.00
(Running time 11 minutes)
Also Available on a Rental Basis

We are the distributor of the Parking Board

BOND SAFETY PROJECTS

Room 101, 542 Calle Santa Rosa Palm Springs, Cal.

SAFETY PATROL
RAINCOATS

With Distinctive
PATROL EMBLEM

High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

• PATROL SUPPLIES
Patrol Badges, Belts, Armbands, Flags, Headwear, Footwear.

• CROSSING GUARD
Raincoats, Stormcoats, Headwear. Belts and Badges.

Samples on Request

WRITE FOR SAFETY PATROL BROCHURE

Conney Products Co.
FOND DU LAC, WIS.

BULL

police ask "drag race" end . . .

Police chiefs meeting at the 63rd annual conference in Chicago of the International Association of Chiefs of Police passed a resolution calling on police forces nationwide to outlaw "drag strips," on which teen-agers stage speed contests in souped-up cars.

"Drag strips" have been sponsored by a number of police departments with the thought that if the teens want to stage speed contests, they can compete legally and safely on a drag strip, rather than on heavily traveled streets.

Youngsters from the Omaha YMCA camp receive training in gun safety and proper marksmanship with the spring-type "BB rifle" under the watchful eye of their instructor. The Omaha, Nebraska, Safety Council sponsored a city-wide organization of spring-type BB Gun Clubs in 1953, cut gun vandalism from 90 to 9 complaints per month.

The resolution said the operation of a motor vehicle on the highway "does not permit the driver to entertain the belief that he must compete with his fellow driver," and that if money spent now on drag strips were applied to driver education, it would be a sounder approach to the problem of speeding and reckless driving.

accidents cost money . . .

Accidents to school children in Nashville, Tennessee, public schools in 1955-56 cost the Board of Education $4,154.36, an annual accident report, issued by Superintendent of Public Schools W. A. Bass, estimated.

Only those accidents which caused children to miss as much as one half day from school or which required the attention of a physician were counted. There were 880 of them.

No estimate of the cost to parents of medical

DRAG RACING SHOULD STOP, SAY POLICE

care, dental expenses, hospitalization or other incidentals was made.

new services for NSC college program . . .

Two new service plans have been developed as a result of the Council's expanding program for higher education, and many requests for materials suitable at this level of education.

Full NSC membership and service privileges will be provided in an "Annual Safety Service for Colleges and Universities." Subscribers will receive subscriptions to *Safety Education, National Safety News, Home* and *Farm Safety Reviews, Safety Monographs* and *Current Topics* of research and conference presentations, as well as selected posters, other safety education and accident prevention materials. A special introductory price of $17.50 will be effective until January 1, 1957, after which the net cost will be $19.80.

Simultaneously, a "Safety Library for Colleges and Universities" is being made available. The "Library" will include manuals and texts for college library or safety department use. The unit may be purchased for $25.50, a saving of about 25 per cent from list prices.

bus accident solution hunted . . .

A recommendation that Kansas school bus drivers be given chauffeur's license examinations every year upon re-application for their chauffeur's licenses was one of a number of conclusions drawn by Lloyd Lesley, Jr., of Concordia, Kansas, in a master's thesis recently.

"Without a scheduled re-examination, there is no means of determining whether or not drivers are informed concerning the newly-passed driving regulations," Mr. Lesley said. He adds that lack of scheduled re-examinations contributes to driver carelessness, for informed drivers are more safety-conscious than uninformed drivers.

An exhaustive study of Kansas school bus accidents, the thesis was developed for Mr. Lesley's master's degree at Kansas State Teachers College, Emporia, Kansas. It includes school bus accident statistics in Kansas and its neighboring states, causes of these accidents as far as can be determined, Kansas driver requirements, driver records, and a test of school bus drivers' knowledge of state traffic regulations formulated by the author.

Mr. Lesley's thesis sets out to discover if one of the chief causes of school bus accidents isn't a general lack of training and if driver training couldn't result in fewer accidents. Citing the low comparative accident rate of graduates of driver education schools with those who have not had approved driver education courses, a noticeable correlation between unfamiliarity with driving rules and accidents of those drivers who showed unfamiliarity with the rules, plus the fact that stricter driver examinations produce safer bus drivers, Mr. Lesley concludes that bus driver training will increase safety and reduce the loss of limb, and, sometimes, life, that too often occurs in school bus accidents.

A swearing-in ceremony in which 302 high school students received their driver education certificates is shown at Trade High School, Springfield, Massachusetts. The students were asked to make a pledge to drive carefully, be courteous and considerate to fellow motorists and pedestrians, before they received their certificates.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Group Washing Equipment and Drinking Fountains:** A new 28-page 4-color catalog illustrates and describes the complete line of Bradley Washfountains, group showers, drinking fountains and playground showers. In addition, the book contains information regarding new "floating" type foot mechanism and new counter-type fixtures as well as interesting and valuable data on comparative costs and advantages of group washing versus ordinary wash fixtures. Bradley Washfountain Co.

2. **Athlete's Foot Preventive:** For use in school showers, this brochure describes an antiseptic solution of five beneficial mineral salts that prevents the growth of athlete's foot fungus. Non-poisonous, refreshing, it toughens skin and protects feet. Onox, Inc.

3. **Safety Patrol Raincoats:** 2-color brochure illustrates new school safety patrol raincoats with colorful reflective scotchlite patrol emblems on front and back of coat. The emblem reflects light in concentrated brilliance and gives added protection on dark, rainy days and at night. Conney Products Co.

4. **Equipment and Supplies for Early Childhood Education:** This 66-page catalog illustrates company's complete line of active play equipment, basic furniture, blocks and block accessories, house and store play, quiet play materials, teaching aids, arts and crafts, music, etc. Childcraft Equipment Co., Inc.

5. **"The Recreation Line":** Descriptive information, photographs and line drawings tell the story of the heavy duty play equipment manufactured by the company. Included are slides, climbing gyms, merry-O-rounds, swings, seesaws, goal posts, backstops, tennis nets, bicycle racks, outdoor basketball backs, giant strides and parts. Recreation Equipment Corp.

6. **Cyclone Fence and Gates:** Catalog describes company's line of cyclone fences and gates to enclose school property, establish boundary lines, create safe playgrounds for small children, guard the athletic fields where students play. Cyclone Fence

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SAFETY EDUCATION NOVEMBER 1956

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5 6

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State .....

Oklahoma City Junior Council

(Continued from page 5)

As a result of this solid achievement by the first all-school secondary student safety council, a student safety organization came into being the following year in each of the secondary schools of Oklahoma City.

The student safety organizations in Oklahoma City secondary schools are of two types: they are either in the form of a student safety council or a student safety committee. Where the school organization functions as a student safety council, the membership comes either from the homeroom group or from the various subject areas of the school. In schools where the group functions as a safety committee, the members come from the student council in the school.

The success of a student safety organization depends largely upon the quality of teacher sponsors. The sponsor serves as a liaison between administration, faculty, pupil personnel of the organization, and community groups. He is a resource person, provides the guidance necessary for successful operation, stimulates interest and seeks full participation.

Officers of each school safety organization, be it a safety council or a safety committee, are representatives to the city-wide meeting.

Among the recent projects sponsored by the organization are (1) a motor-scooter campaign on under-age drivers, (2) a teen-age road-eo for youthful drivers (conducted for the past four years), (3) a bicycle road-eo, (4) three annual county-wide teen-age safety conferences, and (5) a plan of registration for student cars which are driven to school.

The all-school secondary student safety council in the Oklahoma City Public Schools makes direct or indirect contact for safety with some 19,555 students in secondary schools. It affords an opportunity for teen-agers to meet and exchange or pool their ideas in an effort to combat accidents in their age group. It makes them feel that they are part of the answer and not all of the problem in accident prevention●

Cincinnati Junior Safety Council

(Continued from page 5)

The organization of the Junior Safety Council in Cincinnati has proven to us once again that teen-agers *care* about safety—that they are eager to assume responsibility—that they are genuinely concerned with the problems that face the community. Through the framework of an organization such as the Junior Safety Council, they can gain valuable experience in leadership and civic work, at the same time as they can make real contributions to the betterment of life in the community●

What's Your Safety I.Q.?

Answers to Self-Quiz on Safety Knowledge

(Continued from page 7)

All answers are false with the exception of 1, 23, 33 and 37. (The correct questions are not part of the original test, were added later to divide the categories.—Editor.)

If you checked as "True" or "Sometimes true" item numbers:

2 to 22, you have some *extremely harmful misconceptions*

24 to 32, you have some *very harmful misconceptions*

34 to 36, you have some *moderately harmful misconceptions*

38 to 40, you have some *slightly harmful misconceptions*

Percentage Frequency of Responses True and Sometimes True to Safety Misconceptions

Item	Grade 5	Grade 6	Item	Grade 5	Grade 6
2	72	68	20	12	11
3	60	45	21	12	9
4	57	48	22	9	3
5	54	43	24	80	66
6	53	43	25	75	76
7	50	52	26	72	67
8	39	29	27	57	55
9	38	41	28	57	47
10	29	30	29	55	34
11	26	24	30	48	42
12	25	26	31	14	12
13	23	14	32	7	6
14	20	15	34	68	71
15	18	14	35	52	40
16	18	12	36	39	33
17	16	8	38	67	63
18	15	9	39	41	34
19	13	8	40	34	43

Should the State Foot the Bill?

(Continued from page 10)

state appropriations, then so long will it be bolstered by the whims of legislative enactments (which may or may not coincide with best educational practices), not through a sound growth within the internal framework of the regular school program. Good driver education must earn its own place in the school program, on more solid footing than can be made through the purchase of loyalties by special financial support.

There is an area in driver education where liberal financial support is immensely valuable. It is that broad area of research in driver education. State and private funds can aid in evaluating the worthwhileness and appropriateness in the education of a nation of drivers for safe adventure on America's highways●

HOW TO ORGANIZE A JUNIOR AIR RIFLE CLUB...

SEE MOVIE AT BOOTH 315 SAFETY CONGRESS

The Safety Council of Omaha Nebraska has received national recognition for its organization and supervision of a city-wide air rifle club program. Our new 16-page brochure pictures its activities. Learn how your Council can start a BB gun program of proven *safety-benefit* to community, parents, children—using the junior 15-foot (range) spring-type air rifle marksmanship program approved by the National Rifle Association. Send for free copy.

Girls of Hickory Street Air Rifle Club (Omaha, Nebraska) seem to enjoy air riflery as much as boys. Miss Julie Buresh (center) has already won most of the junior NRA awards for air rifles.

(Left) Stephen Wages, 6, member of same Omaha Club, poses with his Daisy. Note NRA target on carton backstop.

SAFEST TRAINING GUNS Of Their Kind BECAUSE: A Daisy is *not* a pneumatic, gas or compressed air gun. It can't be "pumped up" to increase power. It IS a low "factory-limited" power short range spring-type training air rifle—safely used by millions of juniors since 1888.

DAISY *Air Rifles*

DAISY MANUFACTURING COMPANY
Dept. 7186, Plymouth, Michigan, U.S.A.

New "BB Club" sound-color movie "On Target for Safety" now available from Omaha Safety Council, 511 S. 7th St., Omaha 2, Nebraska. Write direct.

MAIL COUPON FOR BROCHURE

DAISY MANUFACTURING COMPANY
Dept. 7186, Plymouth, Michigan, U.S.A.

Send 16-page Brochure. I enclose 10c to help cover postage and handling.

NAME.....

ST. & NO......

CITY.....*STATE*.....

GROUP NAME: .....

New Products

Traffic-Safe Garments

Garments for men and boys which offer protection from night traffic hazards as well as from winter cold are being marketed this fall for the first time by Cape Ann Manufacturing Co., Gloucester, Mass. Made of a new wool tweed fabric by J. P. Stevens, which contains "Flecton" brand reflective yarn by Minnesota Mining and Manufacturing Co., the fashionable garments are visible to a night motorist hundreds of feet away. The bright reflection is seen only by a night motorist whose car is bearing down on the wearer. At all other times, and to all other persons, the garment appears no different from any other fashionable garment. Only the night motorist behind the headlights sees the reflection. (Item 1)

Electronic Alarm System for Pools

The introduction of POOL GARD, an electronic alarm system that protects against accidents and trespassers in swimming pools, has been announced by Supertron Corporation, Los Angeles 65, Calif. Based on an entirely new application of the water displacement principle, Pool Gard is activated only by a body entering the water—surface disturbance or turbulence will not cause false alarms. Its sensing unit, which automatically compensates for evaporation and other normal changes in water level, is permanently installed at any convenient location on the side of new or existing pools at water level. The control unit may be installed either at poolside—or remotely—on the patio or garden wall. The alarm requires no outside electrical connection. (Item 2)

Fire Alarm for Small Schools

A supervised fire alarm system, designed for manual or automatic operation in small schools and other buildings, has been announced by the Edwards Company, Inc., Norwalk, Conn. The alarm can be sounded by single operation of manual stations, or automatic operation of combination fixed-temperature and rate-of-rise detectors. The alarm is sounded by a continuous ringing of bells or horns which must be distinctive from all other signals. Distinctive vibrating signals are recommended, including flush horns, megaphone horns and grille horns. The fire alarm system is operated through a supervisory control panel designed for use on any 115-230 volt, 60 cycle, 3-wire source. Edwards Underwriters listed type CCVA fire alarm systems are classified as supervised, closed circuit, non-coded types. (Item 3)

Light-Weight Portable Resuscitator

A light-weight portable resuscitator easily adjusted for infants as well as adults has been developed by the Fyr-Fyter Company of Dayton, Ohio. The unit is the first resuscitator to use the Seeler valve developed by the Air Force and hitherto reserved for the armed forces. Clinical tests in medical schools and hospitals show the Fyr-Fyter Seeler Universal Resuscitator to be a dependable life saver in a wide variety of cases. These include drownings, carbon monoxide, inhalation, electric shock, polio, inhaled solvents, barbituate poisoning, cardiac cases, toxic gas and smoke inhalation. Although the unit weighs only 30 pounds, its 18½ cubic-foot cylinder holds more oxygen for its size than comparable resuscitators according to manufacturer. (Item 4)

SAFETY EDUCATION **NOVEMBER 1956**

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

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Traffic Safety Training Kit • For Schools

"CHILD-SIZE" traffic control devices to assist teachers in classroom instruction of traffic and pedestrian safety.

This kit is an exclusive and original "training aid". It has been approved by leading Educational and Police Authorities.

- Strongly constructed of durable materials.
- ELECTRIC TRAFFIC SIGNAL safely powered by a 6 volt dry cell battery. Equipped with the Universal Combination Control Box, this electric signal blinks red, amber and green; has the standard steady red, amber and green lights—plus a "turn arrow" and a "walk light". Also, any combination of two blinking or steady lights can be worked at the same time.

  Adjustable to a height of 52 inches.
  Operated at a distance by the teacher.
- A working RAILROAD CROSSING GATE built to scale.
- Four, all too common—and too misunderstood—SAFETY SIGN POSTS—in the colors used by your state.
- A serpentine VEHICLE TRAINING and TESTING COURSE. Five tubular steel posts with bases and pennants. For use with bicycles, tricycles and other wheeled units.
- SAFETY INSTRUCTION UNIT PLAN. A helpful outline of a year's safety instruction program for the elementary grades—designed for use with the TRAFFIC SAFETY TRAINING KIT.

For additional information write directly to:

Products of—J. W. K. INDUSTRIES, INC. • DOUGLASSVILLE, PENNA.

School Products Division

3 new SAFETY EDUCATION FILMS

Covering major safety problems of the high school age group, and featuring 'teen age' actors in 'teen age' situations, these dramatic lessons in safety sense are presented with sound, color and motion to capture and hold audience interest. By combining entertainment and education they teach without preaching; striking at the thoughtless, unsafe acts which too often bring tragedy into young lives.

SIX MURDEROUS BELIEFS
Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

NOONTIME NONSENSE
Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

YOU'RE IN CHARGE
A film about baby sitters—who hold the safety of human lives in their hands. It shows the precautions that a careful sitter must take, as well as describing the explanations and information that conscientious parents must give to the sitter.

All available in 16 mm sound and motion, black and white or color. Running time 12½ minutes.

	Single print price each	Complete set (all 3 films)	Single print rental price each
BLACK & WHITE	$40.00	$110.00	$5.00
COLOR	$80.00	$220.00	$10.00

NATIONAL SAFETY COUNCIL

425 N. Michigan Ave.
Chicago 11, Illinois